

Research on Teaching Construction of Five-in-One Courses of Business Etiquette Cultivation Education in Hainan Free Trade Port

Liping Zhu¹, Yadong Zhou^{1,*}

* Corresponding author

¹Hainan College of Vocation and Technique, Haikou, Hainan Province, China

*Corresponding Author

Keywords: Business etiquette, Contradiction between behavior habits and etiquette, Internalization, Collaborative education

Abstract: The Free Trade Port has put forward new requirements on Hainan's higher vocational business etiquette. However, due to the influence of regional student source and culture, the colleges' business etiquette education results are gradually diverging from the requirements of international companies, whose satisfaction rate for student etiquette is less than 25%. In order to completely solve this contradiction between supply and demand, this paper starts from the analysis of contradictions and summarizes the four reasons for the contradictions. Based on standardizing the speech and behavior of students, by using the school environment, it proposes to integrate education through administration, teaching, and environment. Modern media methods have incorporated students' food, clothing, housing and transportation into the teaching category of the business etiquette integrated course, and determines the integrated etiquette course standards. Through practice, its effect has been proved obvious, laying the foundation for the training of international business talents for Hainan Free Trade Port.

1. Introduction

After General Secretary Xi promoted the construction of a free trade port in Hainan on April 3, 2018, Hainan once again became the center of world attention. Hainan's enterprises have also moved closer to the world. The demand for talents, especially those majored in business etiquette, has increased sharply. Corporate etiquette has become a business card for Hainan enterprises to show the world. Under this overall situation, Hainan Vocational Colleges adjusted their professional teaching plans timely and added courses on business etiquette. Two years later, the curriculum team conducted a survey on business major students in many higher vocational colleges in Hainan Island through Wenjuanxing (a platform providing functions equivalent to Amazon Mechanical Turk), graduate seminars, and course teaching evaluation. The survey found that:

From the perspective of students, 96.8% of the students hope that the school will continue to offer business etiquette literacy courses. 79.54% of the students do not recognize the mode and effect of the business etiquette courses. 77.83% of graduates believe that the practicality of business etiquette taught in their schools needs to be further improved by the companies.

Judging by companies' evaluation about students, the 74 business companies surveyed in Hainan do not have a high evaluation of students' etiquette. 93.24% of the companies believe that employees' business etiquette literacy is an important part of their employees' comprehensive capabilities, and they strongly hope that colleges can offer business etiquette literacy courses.

From the perspective of teachers' evaluation about course effects, students' business literacy is only a "classroom effect", which is specifically manifested in: Students are different from what they are like after class. There is a significant gap between self-evaluation and daily performance. Teachers believe that students have a sense of etiquette during the assessment and they can also learn to be "professionals". However, after the assessment, their behaviors are all "zeroed", especially for students after the final exam.

Based on the above survey, Hainan students who study in higher vocational colleges have

different performances in and after class. Etiquette literacy education cannot be internalized, and enterprises don't evaluate students' etiquette literacy highly. This article first analyzes the causes of the status quo of students' business etiquette literacy, and explores new paths for the cultivation of the business etiquette literacy of Hainan vocational students with the fast development of the Free Trade Port through continuous teaching reforms. It sets the goal of student development education and discusses from the aspects such as professional talent training programs, environmental education, teacher levels, curriculum standards, and teaching evaluation.

2. Analysis of the Causes of Unsatisfactory Internalization Effect

2.1 Students' Weak Cultural Foundation

The admission requirement for higher vocational students is the lowest. Hainan's basic education is relatively backward. The cultural foundation of students entering higher vocational schools is even weaker. Hainan is ecologically livable and economically backward, students have been lazy since childhood and have low self-requirements.

2.2 Family-Related Factor

A survey of 270 student files randomly selected from 6 business majors from 2017 to 2019 shows that 88.1% of students' parents are between 38 and 45 years old and have low educational background. 70.9% of the parents have the education background of high school. Only 5.4% of them have a bachelor's degree or above. 7.8% are from single parent families. Most of the parents are engaged in ordinary labor industry, their family education time is limited, their own quality is not high, the children's etiquette education is relatively lack.

2.3 School Curriculum Setting and Opening

Higher vocational colleges lack a systematic system in the overall education environment. There are 12 higher vocational colleges in Hainan Province, with the longest running history of only 20 years. What's more, their school spirits and styles of education are still developing. Especially in recent years, China has developed rapidly in various fields, and the pace of policy innovation has been relatively large. For example, Hainan has risen from the construction of an "international tourism island" in 2010 to the construction of a "free trade port and free trade zone". The demand for talents makes the majors constantly updated, and stable talent training is difficult to achieve [1].

For higher vocational colleges, especially private higher vocational colleges, the pressure of employment and enrollment is particularly prominent [2]. The school devotes most of its energy to the training of students' skills, and the cultivation of other professional qualities is still insufficient. The setting of business etiquette literacy major is often 16-32 classes and 1-2 credits. The formulation and implementation of talent training programs are relatively singular, and the curriculum setting and evaluation mechanism are relatively simple.

2.4 The Professionalization of Teachers Who Teach Etiquette

In the eyes of many teachers and school leaders, business etiquette courses are relatively simple. Thus, they generally do not provide professional training for teachers. Classes are often assigned to non-professional teachers or part-time teachers with a good personal appearance. Therefore, there are prominent non-professional and non-systematic problems.

3. Research on Teaching Construction of Five-in-One Courses

The project team uses the Theory of Multiple Intelligences for reference, explores the business etiquette literacy education of Hainan vocational students in multiple dimensions in the context, and increases the weight of process evaluation and multiple evaluation. Combining with the regional characteristics and status quo of Hainan's higher vocational business etiquette talents, this paper explores the reality of solving the problem of student business etiquette "difficulties in development".

3.1 Create a Good Business Etiquette Atmosphere in Campus

Creating a three-dimensional etiquette teaching environment, strengthen cultural education [3]. Colleges should strengthen from the human environment, student activities, collaborative education and other aspects.

3.1.1 Etiquette Courses for All Staff

It is important to establish general etiquette courses throughout the college, popularize etiquette education, standardize students' words and deeds, improve the humanistic quality in the entire campus, and create a good external environment for business etiquette courses of business majors.

3.1.2 Start Student Campus Services

It is recommended that students can be arranged to take turns in some positions in the administrative department every week. Students are responsible for document delivery, work guidance, meeting reception scene arrangement, etc., and instructors are responsible for coordination, management, assessment, and supervision. This is conducive to cultivating students' sense of service, improving the speed and effectiveness of etiquette education. It can also cultivate students' ability to behave and do things, which has very important practical significance.

3.1.3 Educational Environment Transformation

According to the guidance of the Theory of Multiple Intelligences, if learning is to achieve set results, it is necessary to reform the learning environment [4]. Colleges can assign a building for business majors, or arrange exclusive offices and classrooms to produce the real scene of the enterprises. There are prompts for etiquette everywhere, so that students can feel the charm of etiquette and appreciate the etiquette culture. The colleges can also use modern digital media to display etiquette culture in campus, strengthen the business image awareness of business students, and conduct professional activities in standardized business attire.

3.1.4 Collaborative Education of School Management Department

The Student Affairs Department demonstrates etiquette, achieves the common attention of the whole college, and pays attention to the etiquette focus of different departments. For example, the financial department needs to demonstrate situational service etiquette for students majoring in finance and economics; the logistics management personnel should standardize their service etiquette during student check-in, dormitory inspections, and equipment repairs; student staff must prioritize etiquette when educating students; hiring etiquette consultants to guide large-scale activities. Only by forming a joint force through multiple channels and ways, and grasping the environment and activities to educate people, can the etiquette education achieve effects unconsciously.

3.2 Improve teachers' Etiquette

The special source of Hainan vocational students and the orientation of the training goals of the international free trade zone urgently require teachers to improve their etiquette literacy [5]. Teachers should not only have teacher etiquette norms, but also have rich experience in international etiquette theory and practice. They should also teach in the teaching area, living area, and during students' internship synchronously, in accordance with the Five-in-One talent cultivation requirements. They should play a role of demonstration and supervision omnidirectionally and three-dimensionally.

3.2.1 Teachers' Etiquette Enthusiasm

Teachers' etiquette enthusiasm is the basis of being etiquette teachers. They are required to hold onto the essence of education, and at the same time love to learn, love to explore, are willing to participate in teaching reform and connotation construction, as well as the Five-in-One etiquette curriculum reform.

3.2.2 Teachers' Etiquette Requirement and Training

Teachers themselves are a mirror of business etiquette and a vane of students' behavior and etiquette. Teachers should have sufficient practical ability to solve the etiquette problems of enterprises and industries, and participate in class etiquette guidance, after-school etiquette guidance and corporate etiquette guidance with the belief of “teacher is the standard”.

4. Revision of the Position of Business Etiquette Talent Training

4.1 Attach Importance to the Training of Business Etiquette Talents

The personnel for the revision of the talent training program are the directors of the business etiquette teaching and research section of 12 higher vocational colleges in Hainan, the heads of the Regulations and Policy Measures Division of the Department of Commerce of Hainan Province, the staff of the Exchange and Cooperation Office of the Hainan Free Trade Port Working Committee Office, the principals of Hainan Etiquette Association, and HRs from more than 20 companies in Hainan. Nearly 100 people participated in the seminar on the training and positioning of business etiquette talents.

4.2 Establish Curriculum Standards in Accordance with enterprises' Needs

4.2.1 Course Orientation

The actual needs of the construction of Hainan Free Trade Port point out the direction for the course positioning. The business etiquette courses have an international perspective and are positioned to take the international general etiquette as the main line, combining different folk customs, national customs, and business habits, in accordance with the current situation of Hainan's humanities and etiquette, and formulate operational and brightening talent training curriculum standards.

4.2.2 Course Design Ideas

In accordance with the “Overall Plan for the Construction of Hainan Free Trade Port” and future development needs, according to the six talents' etiquette quality requirements (free and convenient trade, free and convenient investment, free and convenient cross-border capital flow, free and convenient personnel in and out, free and convenient transportation and the safe and orderly flow of data[6]), integrating international and domestic etiquette standards for talents in different industries, and teaching activities in a series of methods such as special topics, lectures, exhibitions, competitions, new media, and lectures.

4.2.3 Teaching Content Arrangement

Teaching content in class: Focusing on standardized training involved in business etiquette. The main tasks are to discover and correct each student's etiquette problems firstly. The second is the basic theoretical knowledge. The third is the business workplace simulation. The fourth is the common sense and experience of international etiquette, which help students to transit from learning to the workplace.

After-school teaching content: Mainly focusing on movement and theory consolidation to promote etiquette habits. After-school teaching is distributed in dormitories, cafeterias, school roads and other places and campus activities. During after class teaching, teachers mainly use new media methods to put forward different requirements to students in different scenarios.

Dormitory scene teaching: It is mainly to consolidate the in-class teaching process, which is an indispensable link for students to develop and internalize habits. Dormitory teaching includes basic etiquette exercises such as image, communication, working together, visits and reception. Teachers post videos to dormitory TVs to remind students to do standard etiquette actions, so that students can strengthen training and mutual supervision in their dormitories. Teachers can also arrange business scenarios, and students can simulate scenarios through role assignment as the class teaching supplementary.

Dining etiquette teaching: Colleges' cafeterias are demonstration and practice places for students' etiquette quality [7]. There are special high-quality service windows and dining etiquette image seating areas in the cafeterias. The media equipment broadcasts the key points of the dining etiquette image, such as appearance, sitting posture, seating arrangement, and table etiquette (Chinese and Western food, ethnic food). Teachers, students and staff who enter this area must consciously abide by the theme of daily etiquette to achieve the purpose of collaborative education.

Corridor etiquette teaching: It mainly focuses on suggestive and guiding etiquette display. Through new media, it shows the etiquette requirements of going up and down the stairs, taking the elevator, and accompanying guidance in business activities, so that students can realize that etiquette comes from details.

Etiquette teaching in various school activities: It mainly embodies in the school reception and student activities. It is a test of etiquette internalization and externally exhibition, which can effectively establish students' self-confidence and image awareness.

Internship teaching: During students' internship, colleges pay attention to guiding students to observe, learn, and practice corporate etiquette standards, and list special projects for supervision and assessment.

4.2.4 Teaching Evaluation

The evaluation objects are divided into business students and non-business students. The evaluation of non-business students emphasizes the improvement of their daily behavior standards and communication etiquette, which is mainly divided into two aspects: in-class and after-class. For business students, on the basis of the former, it emphasizes the application of scenes, the development of etiquette and the flexible application of etiquette. They will also have assessment of various business scene simulations and the post etiquette assessment for the internship. Details are shown in Table 1.

Table 1 Five-In-One Course Teaching Evaluation Form

Objects	Testing content	Weight	Testing details	Person approving
Business/non-business students	In-class	20%	Basis of clothes and manners (first impression, observation and evaluation in specific places); Basic theory of etiquette; Course practice pertinence degree; Course practice process assessment; Deficiencies, progress degree (assessment in specific places); Evaluation of Correcting others' etiquette problems; Business scenario simulation assessment (business students);	Teachers and students
	Dormitory	20%	The number of hours to complete training per month for self-deficiency; Assessment of dormitory housekeeping situation (media upload); Dormitory courtesy, civilized language; Completion of scene training requirements (media upload); Dormitory evaluation for deficiency; Simulation training for business scenarios requirement	Peer assessment

			simulation training (business students)	
	Dining	10%	Number of participations in dining etiquette scene; Etiquette assessment of clothes and manners; Window ordering wording and behavior etiquette assessment (window service evaluation)	Cafeteria window service staff and teachers
	School activities (Etiquette during service of various departments)	10%	Service concept, initiative assessment; Service words, actions, clothes, makeup assessment; Service progress assessment; Service objects' satisfaction evaluation; Preparation and operation evaluation of scenes such as conferences, negotiations, and visits (business students)	Service department
	School activities (designated activities)	10%	Active service assessment; Service action specification; Etiquette specification when being served; Overall evaluation of counselors and instructors	Counselors and instructors
Business students	Enterprise internship and practice	30%	Daily image etiquette assessment; Basic etiquette assessment when communicating with colleagues; Customer reception etiquette assessment; Appraisal of behavioral image in leisure time; Role change and etiquette conversion requirements assessment; Foreign business etiquette and media communication etiquette	Enterprises and teachers

5. Conclusion

The construction of the Hainan Free Trade Port will serve as a window for China in the future, and local higher vocational education shoulders the responsibility of improving the etiquette quality of the people. Based on the actual situation of local students, local vocational colleges have increased the training of etiquette teachers, and carried out targeted etiquette teaching by five school life scenes (food, clothing, housing, transportation and learning) to effectively cultivate environmental etiquette, education etiquette, and management etiquette, promote the internalization of students' etiquette and externalization of their behavior, improve students' etiquette literacy as a whole, and lay a solid foundation for business etiquette literacy, so that students can truly adapt to the needs of modern business society and effectively serve the local economy development.

The project has implemented for two years. In 2020, the project team conducted another survey of corporate employee etiquette, and its overall satisfaction rate increased to 87.7%. The project team conducted a survey on the parents of students in the past three years through questionnaires. The survey found that parents' satisfaction with their children's etiquette unexpectedly reached 98.1%.

6. Acknowledgement

Higher education and teaching reform research project of Hainan Province “Problems and Countermeasures for the Development of Business Etiquette Quality of Vocational College Students” (Project Number: Hnjg2018-82).

References

- [1] Zhi Tang, Weirong Ji. The “Golden Course”: Paradigm characteristics, construction dilemma and breakthrough path [J]. China Higher Education Research, 11, pp.54-59, 2020.
- [2] Qingru Wang. Study on the strategy of improving the running level of private colleges and universities [D]. Shannxi Normal University, 2012.
- [3] Ruichun Li. Study on the connotation and path of cultural education in the teaching environment [J]. Chinese Vocational and Technical Education, 08, pp.27-30, 2019.
- [4] H. Gardner. Theory of Multiple Intelligences, [[online] Available: <http://baike.baidu.com/view/94480.htm?fr=aladdi>].
- [5] Hao Xun. The deficiency and reconstruction of vocational employment guidance courses from the perspective of supply side [J]. Education and Vocation, 21, pp.82-86, 2017.
- [6] Press reporter. Seize every opportunity to build Hainan Free Trade Port with high quality and high standards [J]. Macroeconomic Management, 07, pp.4-13+21, 2020.
- [7] Yuanhe Wang. On high school campus culture construction problems, restricting factors and measures [J]. Modern Education Management, 08, pp.37-40, 2013.